

**Transition Fact Sheet**  
developed by InterAct Arizona

**What is an Individualized Education Program (IEP) meeting that focuses on Transition Planning?**

This involves meeting(s) where the IEP is planned to specifically focus on:

- Long-term life skills and employment goals
- Short-term objectives
- Actions to accomplish these goals

The meeting(s) will identify services/supports to be provided; programs and personnel to help accomplish the goals; and objectives designed to meet the individual needs of each student.

**What are transition services?**

Transition services are designed to help a student move from public school into the following post-school activities:

- Postsecondary Education
- Vocational Training
- Employment
- Continuing & Adult Education
- Adult Services
- Independent living
- Community participation

**When does transition planning take place?**

The Individuals with Disabilities Education Act (IDEA), requires that transition planning in the IEP begin minimally by the age of 14. However, transition activities and planning for the future can begin at a much younger age. IDEA mandates several phases of transition planning and are as follows:

**By age 14:**

Statement of transition service needs (Course of Study), updated annually

- Identifies courses to be taken, which correspond to the student's goals upon graduation.
- Courses are broken down by each remaining year of school

**By age 16:**

Statement of needed transition services, updated annually

- Shows coordination of services across, and linkages between, agencies other than the school
- Specifies needed post-school services, supports or programs
- Links students and families to post-school services, supports or programs before the student exits the school system

- Assures a successful transition to adult life

**By age 17:**

Transfer of Rights (occurs at age 18 in Arizona, but must be discussed at least one year prior)

- Discusses the rights to be transferred to the student
- Provides notice to the parent and student of the transfer of rights
- Records the date that the student and parent were informed of the rights transferred
- Maintains a copy of the notification sent
- Sends future IEP notices to both the student and the parent

**Who attends the meeting?**

The transition team consists of several or all of the following, depending on the student's needs:

- Student
- Parents
- Special, regular, and/or vocational education personnel
- Adult service providers
- School psychologist or counselor
- Employers

Whenever transition services are discussed, the school must invite the student, the student's parents, and any agencies that can provide for or pay for transition services (i.e. Vocational Rehabilitation, the Division of Developmental Disabilities, Behavioral Health Services, etc.).

If the student is unable to attend the meeting, the school must ensure that his/her needs, preferences and interests for transition services are considered in developing the IEP. If other agencies are unable to attend the meeting, the school must take steps to ensure their participation in planning and providing transition services.

**Who else could be involved in an IEP meeting?**

Following are examples of other agencies or representatives that could be invited to help plan transition services:

- Social Security Administration
- Independent Living Center
- Assistive Technology
- Parks and Recreation
- Tribal Service
- Transportation
- Guidance Counselor
- Employer
- Advocacy
- Disability Support Service from Postsecondary Education

- Rehabilitation Provider
- Residential Agency